Wisconsin Forward Exam
Test Administrator/Proctor Training

Spring 2019

Agenda

- Overview
- TA Role and Responsibilities
- Preparation for the Forward Exam
- Test Security
- Accessibility
- Student Preparation
- Preparing the Test Environment
- Test Administration
- After Testing

Overview

- **Forward Exam Background**
- **Key Dates**
- **Graphic Overview**
- **Test Times**
- **What's new for 2019**

Forward Exam Background

The Forward Exam is a summative assessment designed to gauge how well students are doing in relation to the Wisconsin Academic Standards.

http://dpi.wi.gov/assessment/forward

The Wisconsin Academic Standards outline what students should know and be able to do in order to be college and career ready.

http://dpi.wi.gov/standards

Forward Exam Test Window

March 18 – May 3, 2019

Content Areas	Grades
ELA and Mathematics	3-8
Science	4 and 8
Social Studies	4, 8, and 10

2019 Key Dates

http://dpi.wi.gov/assessment/forward/calendar

| Event	Date
Accessibility Guide and Training available	October 1, 2018
Test Administrator Training- Recorded Presentation	February 4, 2019
Student Tutorials available	February 11, 2019
Administrator Tutorials available	February 11, 2019
Online Tools Training available	February 11, 2019
Optional Add Accessibility Features Window in eDIRECT	February 11 – 22, 2019
Assign Individual Student Designated Supports and Accommodations in eDIRECT	March 4, 2019
Access to eDIRECT Test Sessions and Individual Student Information	March 4, 2019
Forward Exam Testing Window	March 18 – May 3, 2019
User's Guide to Interpreting Results available	TBD
Individual Student Reports (ISRs) and Summary Data available in eDIRECT	TBD
Hard copies of Individual Student Reports (ISRs) sent to districts	TBD
Public Reports available in WISEdash	TBD

What's New
2019 Test Administration

- Updates to the Accessibility Guide
- Updated Tutorial Videos
- Test Administrator Training
- Consolidation of manual/guide
- New Decision Tree (EL)
- Science test
- New TDA Resources
- New TDA Layout and Tools

Forward Exam Graphic Overview
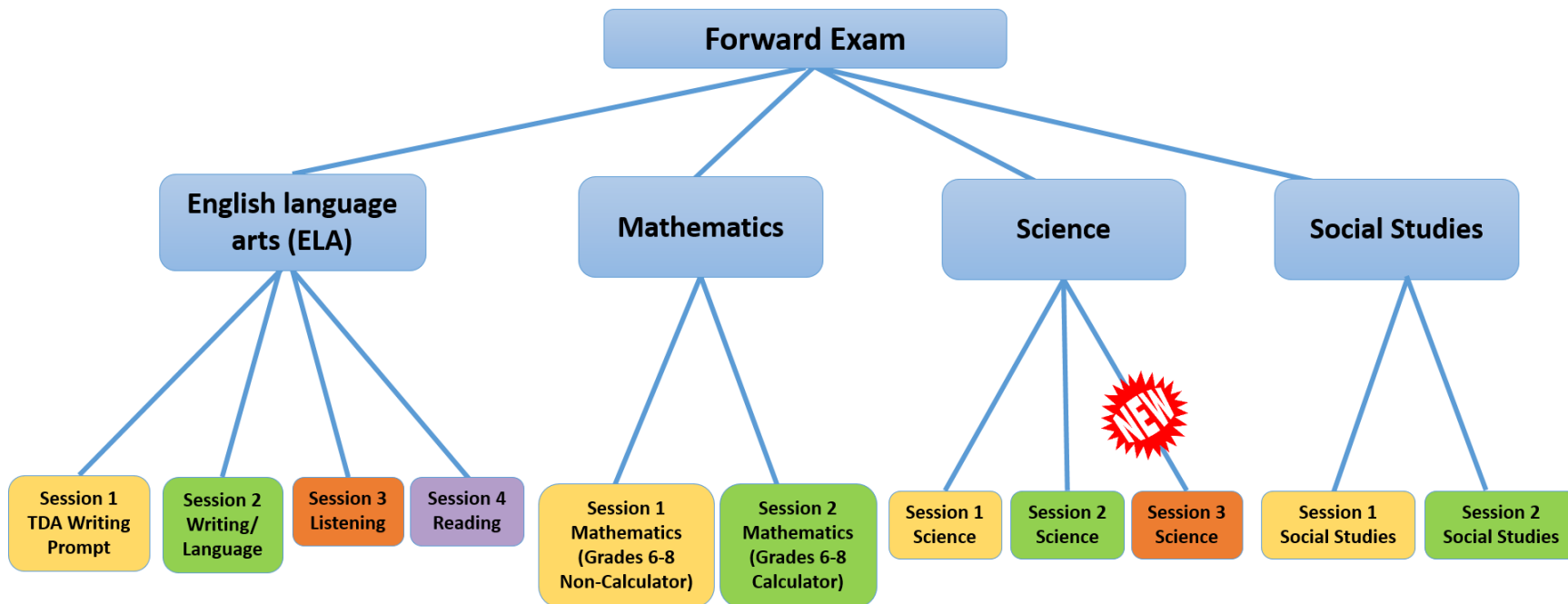
Suggested Testing Times

The Forward Exam is an untimed test. The following are suggested testing times provided by DRC to be used as guidance to assist with scheduling the Forward Exam. It is important to remember that students may take more time or less time to complete the test based on effort and ability levels.

Forward Estimated Testing Times (in minutes)				
Grade Level	ELA	Mathematics	Science	Social Studies
3	130	90	NA	NA
4	130	90	120	70
5	130	90	NA	NA
6	130	105	NA	NA
7	130	105	NA	NA
8	130	115	120	70
10	NA	NA	NA	70

Sample test schedules and test blueprints are available at
http://dpi.wi.gov/assessment/forward/resources

Who May Proctor the Exam?

Test Administrators/Proctors (TAs) are trained staff who are employed by the school or district. This includes:

- Teachers
- Administrators
- Paraprofessionals
- Student teachers (whose regular responsibilities include supervising students)

Parent volunteers are **not allowed** to proctor the exam.

School personnel who are parents or guardians **must not be allowed** to proctor their own children.

Test Administrator (TA) /Proctor Role

TAs must administer the Forward Exam in a uniform manner to ensure the integrity of the testing program.

Read the Test Administration Manual	Ensure students who have been assigned accessibility features have them prior to starting their exams	Prepare the students and physical testing environment

Monitor students during testing to ensure the security and validity of the exam

For a complete list of responsibilities and a TA "To Do" Checklist go to
http://dpi.wi.gov/assessment/forward/resources
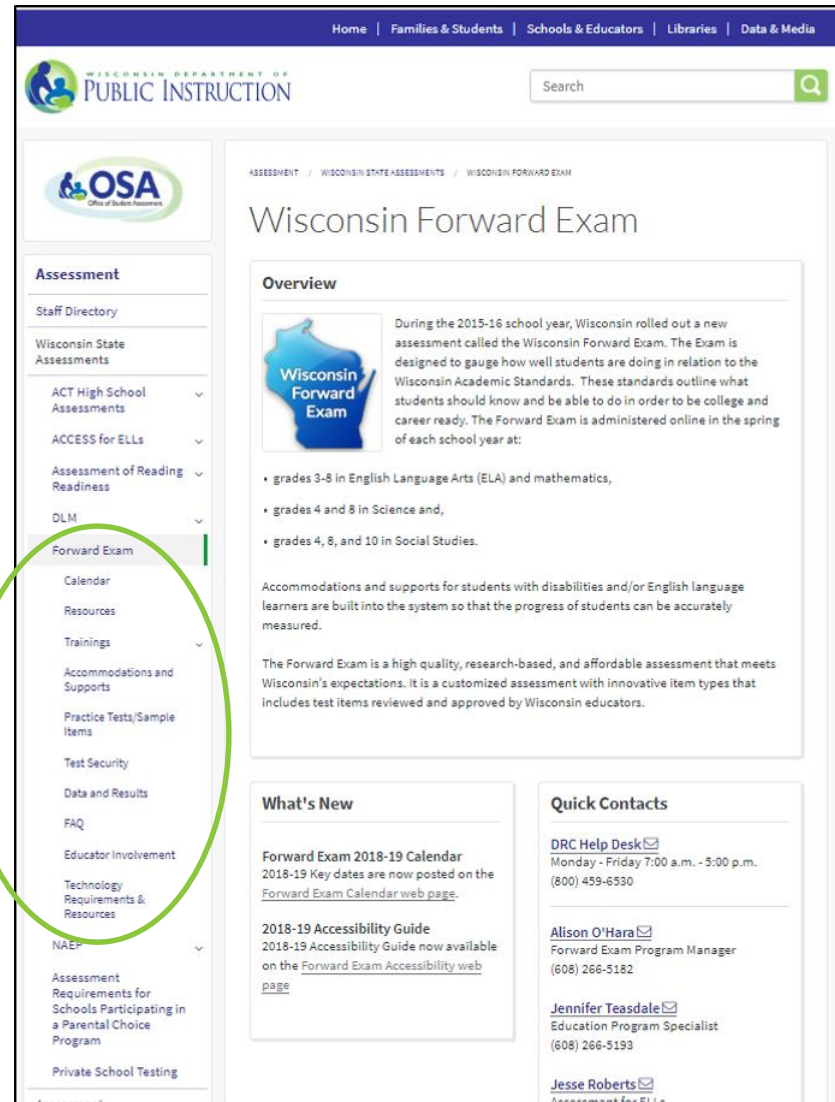
Teacher Preparation for the Forward Exam

- **Forward Webpage Overview**
- **Resources and Trainings**
- **Test Administrator Training**
- **Administrator Tutorials**

Forward Webpage Overview

http://dpi.wi.gov/assessment/forward

Resources/Trainings

Required Resources/Trainings

- Test Administration Manual
- Test Administrators Training Video
- Test Security Manual
- Accessibility Guide
- Administrator Tutorials on how to use the embedded accessibility features

Additional Useful Resources/Trainings

- Test Security Video
- Accessibility Training Video
- TDA Resources
- User's Guide to Interpreting Results

http://dpi.wi.gov/assessment/forward/resources

Test Administration Manual

Make sure to have a copy of your Test Administration Manual (hard copy or electronic). This manual is a critical tool for successful administration of the Forward Exam. As well as detailed information on much of the content in this presentation it includes:

- Basic test functionality you will use in your classroom during testing.

- Test Administration Script

- Troubleshooting

- TA Checklist

- Common Error messages

- Decision trees

- Accessibility abbreviation codes

- Glossary of Forward Exam Terms

Administrator Tutorials

A series of short "how to" videos, including but not limited to:

- How to assign and use student accessibility features
- How to request a student transfer

https://dpi.wi.gov/assessment/forward/sample-items
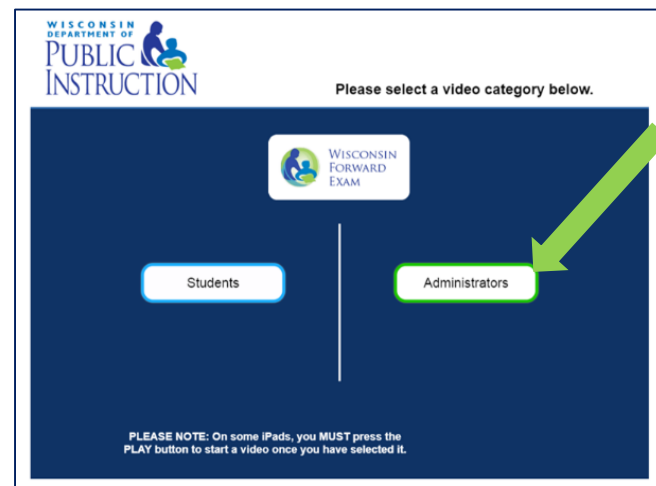
Test Security

- **What is a test security incident**

- **How to ensure test security**

- **How to report a violation**

- **Consequences of a violation**

What is a Test Security Incident?

Test security incidents are behaviors prohibited before, during, and after test administration because they give a student an unfair advantage or because they compromise the secure administration of the assessment and items.

Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident.

How to Ensure Test Security

Materials

- No one may review, discuss, or analyze test items
- Ensure unauthorized staff or adults are not present in the testing environment
- Keep test materials in a secure area when not in use
- Securely destroy test materials
- Ensure no photos/copies of items are taken (by staff or students) at any time for any reason

Administration

- Monitor students during testing to ensure they are on task and prohibited materials and devices are not in use
- Ensure use of designated supports and accommodations is appropriate
- Be aware of test administration, accessibility, and security policies and procedures
- Report all test security incidents

How to Report a Violation

http://dpi.wi.gov/assessment/forward/security

Immediately report all test security violation to the DAC and/or the Office of Student Assessment at DPI via an Incident Report Form available on the Forward Exam Test Security webpage

DPI Follows-up on each and every report received.

Depending on the perceived severity of the allegation, the OSA may ask the school district to conduct a thorough fact-finding investigation of the alleged irregularity and report the results of its investigation to the DPI within two weeks.

Security Violation Consequences

A security violation may result in the invalidation of test results for a student or group of students.
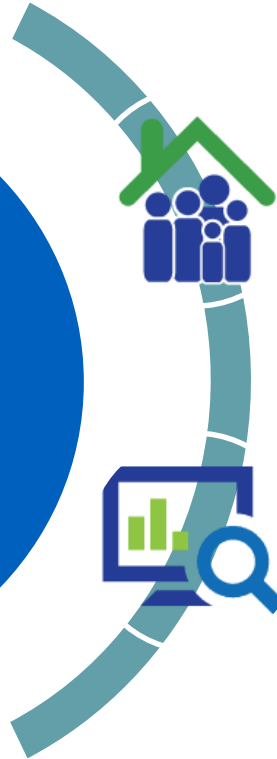
A need to contact the parent to let them know what occurred and that their child will be receiving an ISR with no scores for the affected content area/s (code of INV).

Public reporting will reflect all invalidated tests as "not-tested."

Accessibility

- **Inclusion of all students**
- **Accessibility resources**
- **Read Aloud in Spanish**
- **EL Support Decision Tree**
- **TTS accommodation removal**

- **TTS vs. Read Aloud…Designated Support vs. Accommodation**
- **Assistive Tech devices**
- **Accommodated Forms**

Inclusion of all Students

State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English learners.

Teachers must provide DACs/SACs with students' accessibility needs for the Forward Exam

Only DACs/SACs have permissions to enter accessibility information into the eDIRECT system

Teachers must ensure students have their appropriate accessibility features prior to clicking the green "begin testing" button

Accessibility Resources

- Accessibility Guide
- Accessibility Training Video
- Multiplication Table
- Read Aloud Guidelines
- Scribe Guidelines
- Translator / Interpreter Guidelines
- Word-to-Word Bilingual Dictionary

Forward Exam Accommodations and Supports webpage:
http://dpi.wi.gov/assessment/forward/accommodations

Accessibility Guide

UPDATED!

The Accessibility Guide provides information for educators and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for students who need them.

There have been a couple updates to the guide this year. Be sure to review the updated guide completely with staff.

ACCESSIBILITY GUIDE
Wisconsin Forward Exam

Spring 2019

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http://dpi.wi.gov/assessment/forward/accommodations
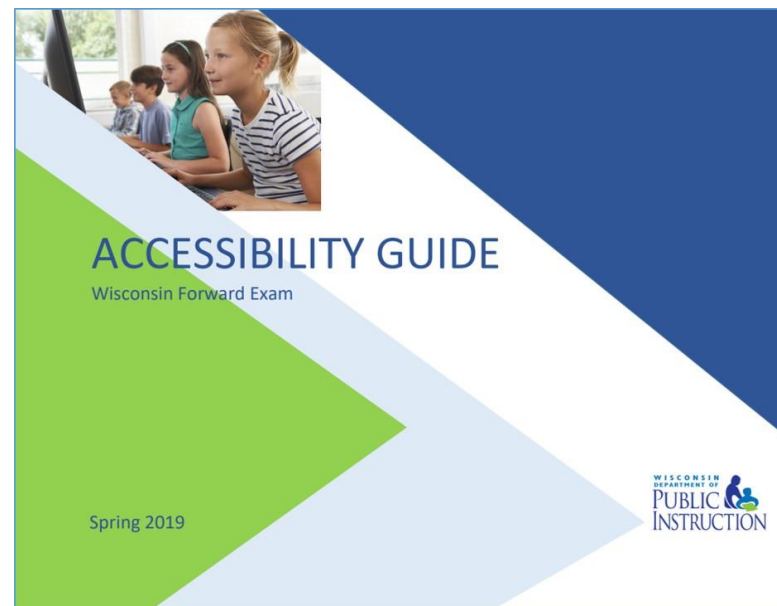
Read Aloud in Spanish

- Read aloud in Spanish allows the student to listen to the Spanish translation (stacked) test information displayed on the screen, read to them by a qualified human reader in Spanish.

- Words and numbers, test directions, questions, answer choices, and other information is read aloud in Spanish by a human reader and can be repeated as necessary.

- For English language arts (ELA) only the test directions may be read aloud in Spanish.

See the Accessibility Guide for more information.

EL Support Decision Tree

Available in the Accommodations Guide
http://dpi.wi.gov/assessment/forward/accommodations
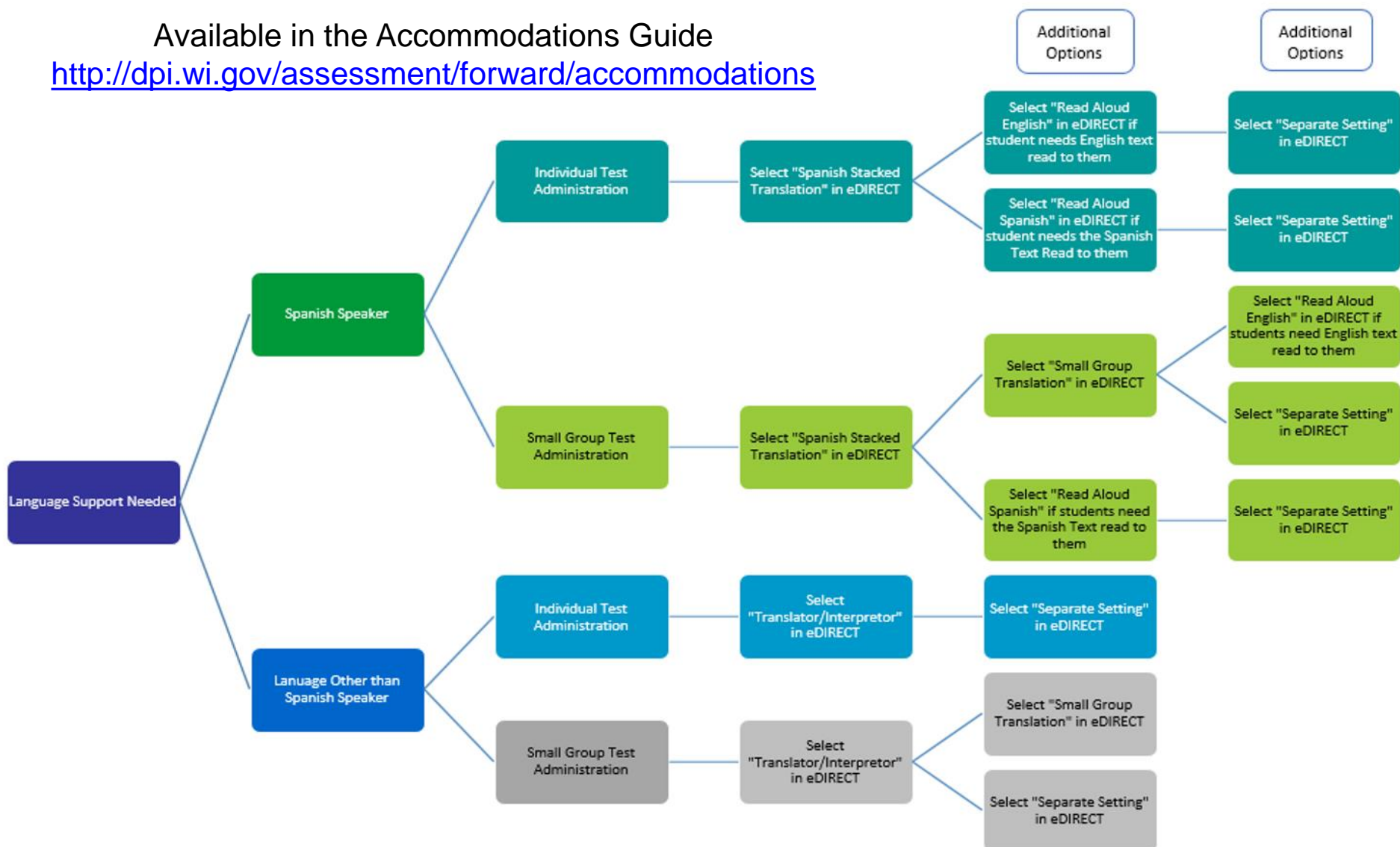
Removal of the TTS Accommodation

NEW

The TTS accommodation has been removed from the allowable accommodations for the Forward Exam.

- This accommodation was only allowed for newly blind students, learning braille but were not yet proficient and had that need documented in an IEP/504 plan. It allowed this very small number of students to listen the computer read the **ELA** test information displayed on the screen, including test directions, questions, answer choices, and **ELA reading passages**.

- These same students will still be permitted to use the Read Aloud accommodation but the DAC must submit a request for Read Aloud accommodation form for approval by DPI prior to use.

TTS vs. Read Aloud Designated Support vs. Accommodation

TTS Designated Support

Available for all content areas

Read by the computer

As reading ability is being tested in ELA session 4, it will not read the reading passages in that session.

May be provided to any student with a documented need including those with and IEP or 504 plan.

Should be used for the majority of students requiring text content read to them for standardization purposes.

Read Aloud Designated Support

Available for all content areas

Read by a human reader

As reading ability is being tested in ELA session 4, it will not read the reading passages in that session.

May be provided to any student with a documented need including those with and IEP or 504 plan.

Should only be used by students who have difficulties with the computer voice such as students with autism, hearing difficulties, etc.

Read Aloud Accommodation

Only available for ELA

Read by human reader

In addition to reading all directions, questions and answer choices, it will allow the reading of the reading passages in ELA session 4

May only be provided to a student with visual impairments who is learning braille but not yet proficient and whose need is documented in an IEP or 504 plan, with prior approval from DPI via request form.

Assistive Technology Devices

Any assistive technology device that is allowable on the Forward Exam and is part of student's IEP or 504 plan for the Forward Exam, should be checked for compatibility with the online testing system prior to the day of testing.

If assistance is needed please contact the DRC helpdesk.

Accommodated Test Forms

- A very small number of students will be working from these accommodated test forms (braille, Print-on-demand, listening script)

- There are administration instructions in the TAM for these forms.

- You must ensure that the test ticket has the accommodation before testing. If the code is not on the test ticket the accommodated form and the online form will not sync-up. This could lead to a test irregularity and misadministration.

Student Preparation

- **Student Preparation**
- **Student Tutorials**
- **Online Tools Training**
- **Item Sampler**
- **TDA and New Look**
- **TDA Sampler and Resources**
- **What is a TDA?**

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PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

Student Preparation

- Students may perform better and with less anxiety if they are familiar with the format of the test.

- Test preparation is only useful to the extent that it is also teaching content area knowledge and skills.

- It is very important to ensure that teachers are teaching to the curriculum and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.

Student Tutorials

All students should have the opportunity to view the tutorials (preferably before working in the Online Tools Training).

Broken out by grade with targeted grade 3 videos available
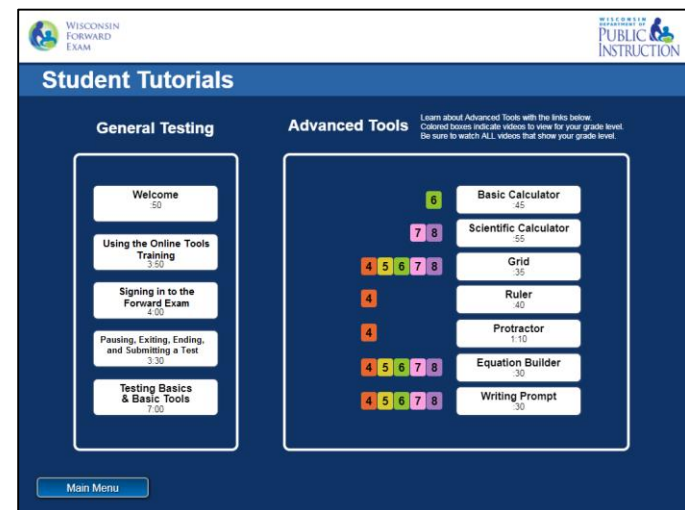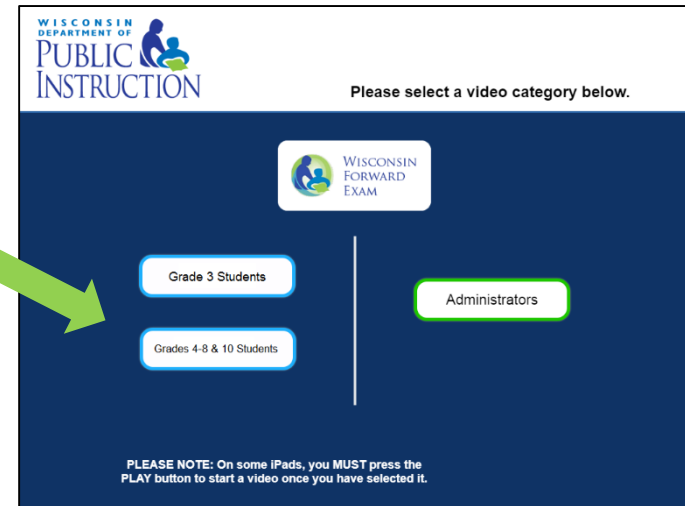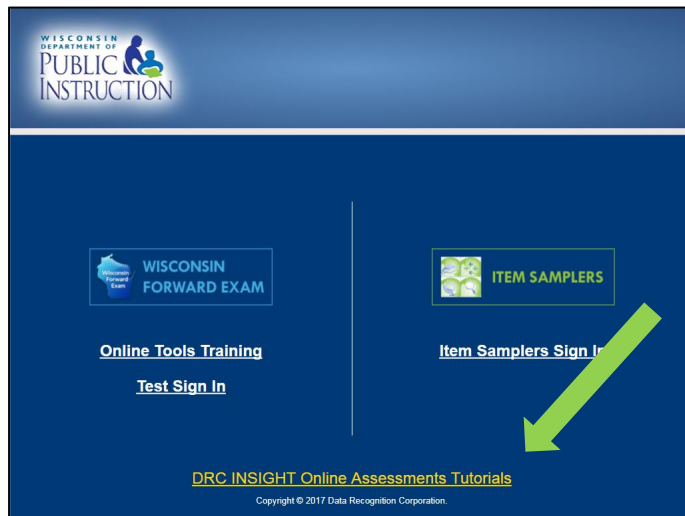
Online Tools Training (OTT)

- **ALL students should have the opportunity to practice with the OTT.**

- A hands-on preview of the item types included in the Forward Exam

- Available by content area and grade level (accessibility forms – translations, VSL, CC, TTS – also available)

- Not scored

- Not for practicing content or to see how well students will perform on the Forward Exam

Item Samplers

- The items illustrate a sample of the content and types of items that students will encounter on the Forward Exam.

- Each item identifies the alignment (standard measured), answer key, depth of knowledge, and annotations for each item.
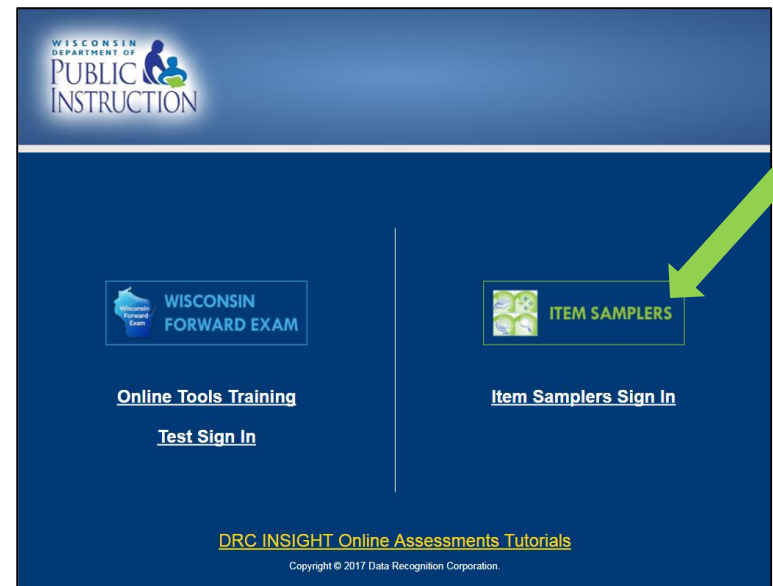
Forward Exam Practice Test and Sample Items webpage:
http://dpi.wi.gov/assessment/forward/sample-items

OTT vs. Item Samplers?

Item Samplers

- Designed to familiarize students, teachers and other interested parties with the <u>kind of content </u>that is tested on the Forward Exam
- Includes a representative sample of items aligned to the Wisconsin Academic Standards

Online Tools Training

- Designed to familiarize students with the <u>tools</u>, <u>item types</u>, <u>embedded accessibility features</u>, and other <u>functionality</u> of the testing system as used for the Forward Exam.
- Includes examples of each item type

Text-Dependent Analysis (TDA)

ELA Session 1 - TDA

- Requires students to use their best writing skills to form an essay.

- Within the essay, the student must respond to a question (the TDA prompt) and support their answer (claims, opinions, ideas) using evidence from the passage(s) read.

- Allows students to demonstrate their ability to interpret the meaning behind the passage by writing an analysis and providing supporting evidence.

- Student responses are scored on both composition and conventions.

New Look of the TDA

NEW

Line Guide

The Legend of the Black Fish

based on a Native American Legend

Long ago, a young man named Natsilane lived on the Pacific Northwest Coast. Natsilane had many talents, including woodcarving. Some people were jealous of Natsilane's talents because they thought he would be chosen as the next chief.

Natsilane could carve just about anything out of any type of material including rock and wood. His favorite material to work with was wood, and his wood carvings were of people, plants, and animals. Animals were his favorite to carve. He often went into the forest to observe animals so his carvings would be as realistic and lifelike as possible.

One day, Natsilane decided he wanted to observe water animals more closely than from just standing on the shore. He took a canoe and traveled out into the water. Soon he saw some fish swimming next to his canoe. Then he saw a turtle, which he followed until he was close to an island. Natsilane decided to stop at the island and explore it. When the canoe was close enough to the shore, Natsilane leaped out of the canoe and swam to the island's shore.

Natsilane started to explore the island. He was amazed by the many different plants and birds that lived there. Natsilane lost track of the time

Page 1 / 4

(Practice Hint: Use the Sticky Notes tool to write ideas for your response. When you are ready to respond, begin typing in the answer box.)

Both passages focus on creatures from two different species helping each other. Write a response explaining how both passages show ways in which people and animals help each other. Use evidence from **both** passages to support your response.

Writer's Checklist

Enlarge

Click To Respond

Review/End Test   Pause   Flag   Options

Next

New Look of the TDA

New Look of the TDA

NEW

Line Guide

The Legend of the Black Fish

based on a Native American Legend

Long ago, a young man named Natsilane lived on the Pacific N[...]
Natsilane had many talents, including woodcarving. Some peop[...]
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chief.

Natsilane could carve just about anything out of any type of mat[...]
rock and wood. His favorite material to work with was wood, and[...]
carvings were of people, plants, and animals. Animals were his[...]
carve. He often went into the forest to observe animals so his ca[...]
as realistic and lifelike as possible.

One day, Natsilane decided he wanted to observe water animal[...]
than from just standing on the shore. He took a canoe and trave[...]
water. Soon he saw some fish swimming next to his canoe. The[...]
turtle, which he followed until he was close to an island. Natsilan[...]
stop at the island and explore it. When the canoe was close end[...]
shore, Natsilane leaped out of the canoe and swam to the island[...]

Natsilane started to explore the island. He was amazed by the n[...]
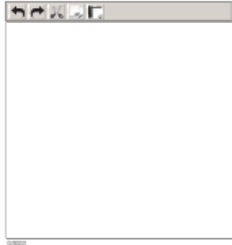plants and birds that lived there. Natsilane lost track of the time[...]

Writer's Checklist

PLAN before you write
- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write
- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use precise language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write
- ☐ I included my own thoughts and ideas in my essay.
- ☐ I stayed focused in my writing on answering the question.
- ☐ I included evidence from the passage(s) to support my ideas in my essay.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- ☐ I re-read the question and my final essay answers the question.
- ☐ I used correct language, a variety of sentence types, and paragraph transitions in my essay.

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Review/End Test   Pause   Flag   Options

Next

Additional TDA Updates

- ChromeOS keyboards should be set to US-Keyboard
- Students may now use the tab key to indent a paragraph
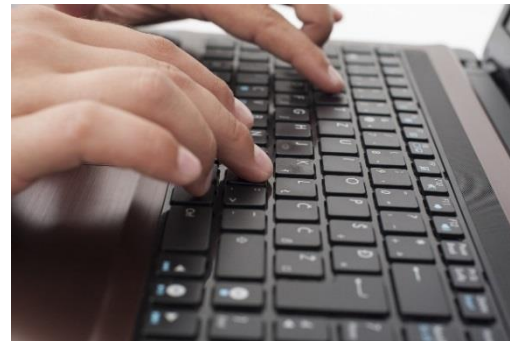
Text-Dependent Analysis (TDA) Sampler

UPDATED!

- Updated for 2018-19

- This document contains samples of TDA test questions, stimulus passages, and student responses.

- New writer's checklist added

http://dpi.wi.gov/assessment/forward/sample-items

Grades 3 & 4

Text-Dependent Analysis Sampler

Wisconsin Forward Exam

Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Additional TDA Resources

- TDA Rubric
- How to Organize a TDA Response
- TDA Fact Sheet
- TDA FAQ
- Tips for Writing a TDA
- TDA Presentation for Educators

New Science Test

Seeing with Sounds Underwater

It is difficult to see underwater where it is dark. Some ocean animals, such as dolphins, use sounds to help them understand their water environment. Dolphins produce high-pitched sounds. These sound waves travel through the water until they bump into an object. Then, the sound waves bounce off the object. The echoes of the sound waves return to the dolphin—specifically to the dolphin's jaw. The sounds travel through the dolphin's jaw to its inner ear, where the sounds are translated into nerve impulses that travel to the brain. The way dolphins "see" with sounds is called echolocation.

Dolphin Using Echolocation
original sound wave

echoing sound wave

From echoing sound waves, dolphins can learn a lot about an object: its shape, its size, its distance from the dolphin, and whether it is moving toward or away from the dolphin. Dolphins use echolocation to find their way around, to find prey, and to communicate with each other.

Scientists realized that the way dolphins can gather information from sounds could be used for human-made technology. Sonar is one example of this type of technology. Sonar is used by submarines and ships to find their way underwater and locate objects. Similar to echolocation, sonar sends out sound waves and interprets the echoing waves.

More Text Below

The diagram below shows how dolphins produce and receive sounds.

Dolphin Echolocation System
nasal sacs
melon
sound waves
inner ear   jaw

Dolphins make sounds by blowing air through their nasal sacs. These sounds travel into the water through the melon, an organ in the forehead. Returning sound waves are received through the jaw and then sent to the inner ear. In the inner ear, sound waves are translated into nerve impulses and sent to the brain.

Drag the parts of the system into the blanks to model how dolphins use incoming sound waves.

incoming sound waves → _____ → _____ → _____ → brain
Parts
nerve impulses
inner ear
jaw

Click To Respond

---

to learn more about this item.)

Enlarge

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lower pitch

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Sound Wave

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Goal B

Review/End Test | Pause | Flag | Next | Back | Next | Back | Next

Preparing the Testing Environment

- **Room set-up**

- **Room signs**

- **Room procedures after testing**

Room Set-up

Distraction Free Zone

- No noise from outsides sources
- No noise from accommodations or supports from other students
- Free from interruptions

Seating Arrangements

- Students should be seated so that they cannot view the answers of others.
- Consider appropriate spacing, using partitions, privacy screens, and/or placing monitors at angles

Cover Displayed Information

- Remove or cover displayed information (on desks, walls, bulletin boards, chalkboards, dry-erase boards, etc.) that might be used by students to help answer questions.
- Examples: rubrics, vocabulary charts, word walls, number lines, student work, posters, graphs, maps, charts, etc.

Set up this Test Environment

Set up This Test Environment

Remove these Items from Test Environment?
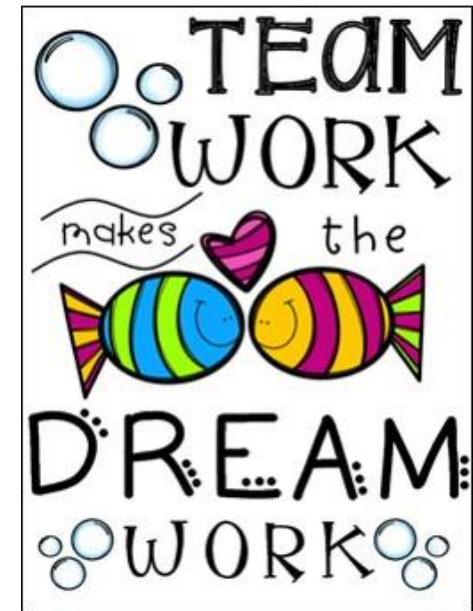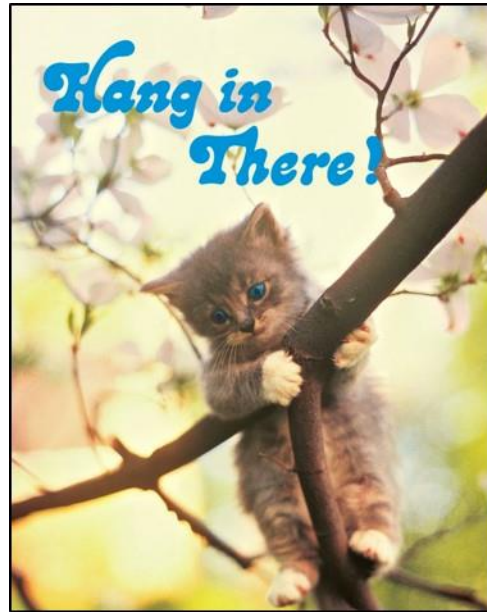
Do not need to remove.

Room Signs

Post sign on door

TESTING

DO NOT DISTURB
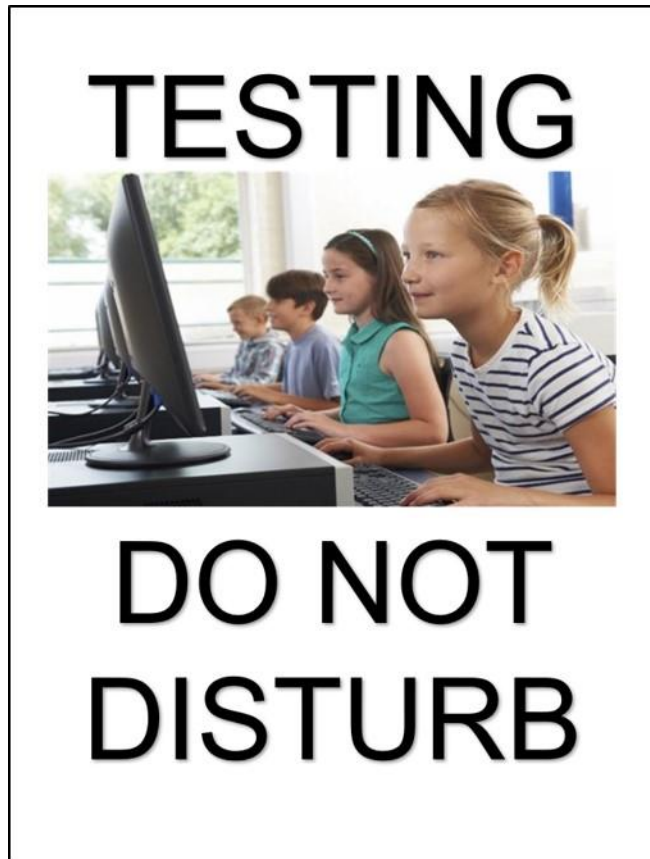
Post sign in testing room

UNAUTHORIZED ELECTRONIC DEVICES

MAY NOT BE USED IN THE TESTING ROOM AT ANY TIME

Signs available on the Forward Exam Resources web page

Room Procedures After Testing

Establish procedures to maintain a quiet testing environment as some students will finish more quickly than others and will need something (not on electronics) to quietly occupy them.
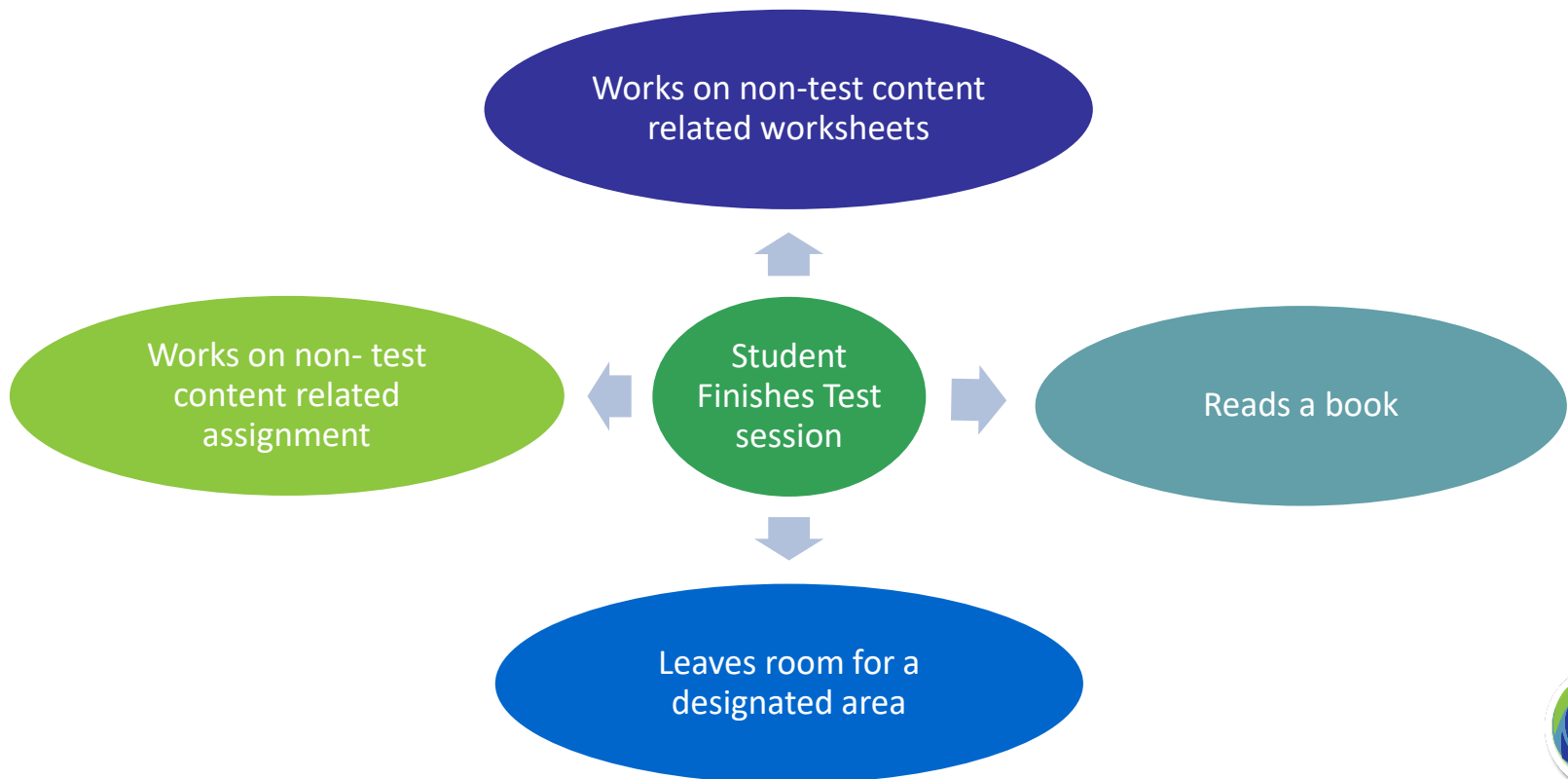
Test Administration

- **Successful Test Administration**
- **Create a positive atmosphere**
- **Beginning testing**
- **Test tickets**
- **INSIGHT**
- **Test Administration Script**

- **Monitoring testing**
- **What type of assistance is permitted?**
- **Make-ups and Back-up Plans**
- **Reopening tests**
- **Accessibility feature fix**

Successful Test Administration

Every TA has a complete copy of the Test Administration Manual (TAM)

Every TA has viewed the Test Administrator Training

TA approaches the Exam with a positive attitude

Successful Test Administration

TA actively monitors students during testing

TA reads the Script verbatim to students during testing

TA ensures all students have appropriate accessibility features prior to start of testing

Create a Positive Atmosphere

Help students approach testing in a relaxed, positive way.

Your attitude toward the test will affect the student's attitude toward the test.

- Reassure students they will have ample time to do their best as the Forward Exam is an untimed test.

- Emphasize that scores will not affect their grades, it is only to find out which skills they are doing well in and which need development, so it is important they try their best.

- Encourage students to attempt all items.

Test Tickets

Each student has one username/password per content area
The same ticket is good for all test sessions within that content area.

Distribute the appropriate Test Ticket to the correct Student

Wisconsin Forward Exam Spring 2018 Test Ticket
Grade 3 Math

Student Name: Freeman, Cameron

Local Student ID: 001133

Test Session: Grade 3 Math - Sample

Username: FCAMERON1

Password: SHED8902

Accommodation(s): NB, TTS

Confirm that the accessibility features added are appropriately assigned.

Ask Students to check the name on their ticket to ensure they have the correct ticket.

Count the number of tickets passed out at the start of testing period and be sure to collect the same number at the end.

Accessibility feature must be listed next to "accommodation" for the student prior to logging in to the test.

INSIGHT

- Secure Web Browser used for Students taking the Forward Exam

- Must be installed on each testing device

Test Administration Script

NEW
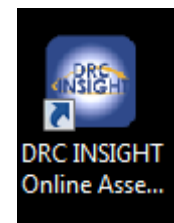
TAs must the read directly from the script when administering the test.

Script #1

- Must be used for at least the first test session given.
- Provides a detailed run through of the log in and other directions for students as they begin the Forward Exam.
- Must be read verbatim.

Script #2

- May be used if you are resuming the test and students have already heard the detailed instructions from Script #1 at least once.
- Must be read verbatim.

Important - Accessibility Check Section of the Script

- Once students reach the section where they are reading the directions to themselves you need to be sure to go around each student and confirm that they have the accessibility features needed.
- Students who require TTS should be able to hear the computer voice reading the directions. They may also need the speed and volume adjusted.
- Students who need VSL or Spanish Stacked Translation should see those features in the directions.
- Students who need color chose or contrast adjusted may need you to help them.
- Only once you have confirmed all student have the necessary accessibility features should you tell students to click the green begin test button.

Monitor Testing

TAs must monitor student testing.

- Circulate around the room

- Ensure students are progressing through the test

- Redirect students who have lost focus

- Ensure no unauthorized electronics are being used

TAs must report test security violations immediately.

What type of Assistance is Permitted?

- Be sure students understand the test directions prior to testing and how to work in the online system.

- Assist them with the test taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or eliminate answer choices.

- You may read an occasional word for a student, if asked, as long as it is not part of ELA session 4 reading passage.

- Remind students to check their test for any items marked for review or not attempted prior to taking a long break or logging out for the day. (Proctors must not check student answers. This would be considered a security violation.)

Administering Make-ups

- Every attempt should be made to administer make-up tests to students who miss one or more of the scheduled test sessions.
    - Scheduling of make-up sessions must be coordinated with the School Assessment Coordinator (SAC) to eliminate conflicts and ensure that the students will be taking the make-up tests under the same conditions as the other students.

- Students who are absent for one or more sessions should take the remaining session(s) with the rest of the class.

- Make-ups for missed sessions (or for students who need extra time to complete a session) should be scheduled for a later time.

- You may administer more than one grade level and content area in a single make-up session. Ensure each student in the make-up session is read the appropriate test directions for their grade level and content area.

Back-up Plans

- When administering online tests, technical issues may arise from time-to-time.

- Be sure you are ware of your district's back-up plan if a situation occurs.

- Removing students from a testing situation that is not functioning and returning them to their regular schedule until the situation is resolved is recommended to keep everyone's frustration levels low.

Error

Keep calm and return to regular schedule

Reopen/Unlock a Test

If a test needs to be unlocked, you must contact your DAC/SAC immediately. Below is a chart laying out the rules your DAC must follow.
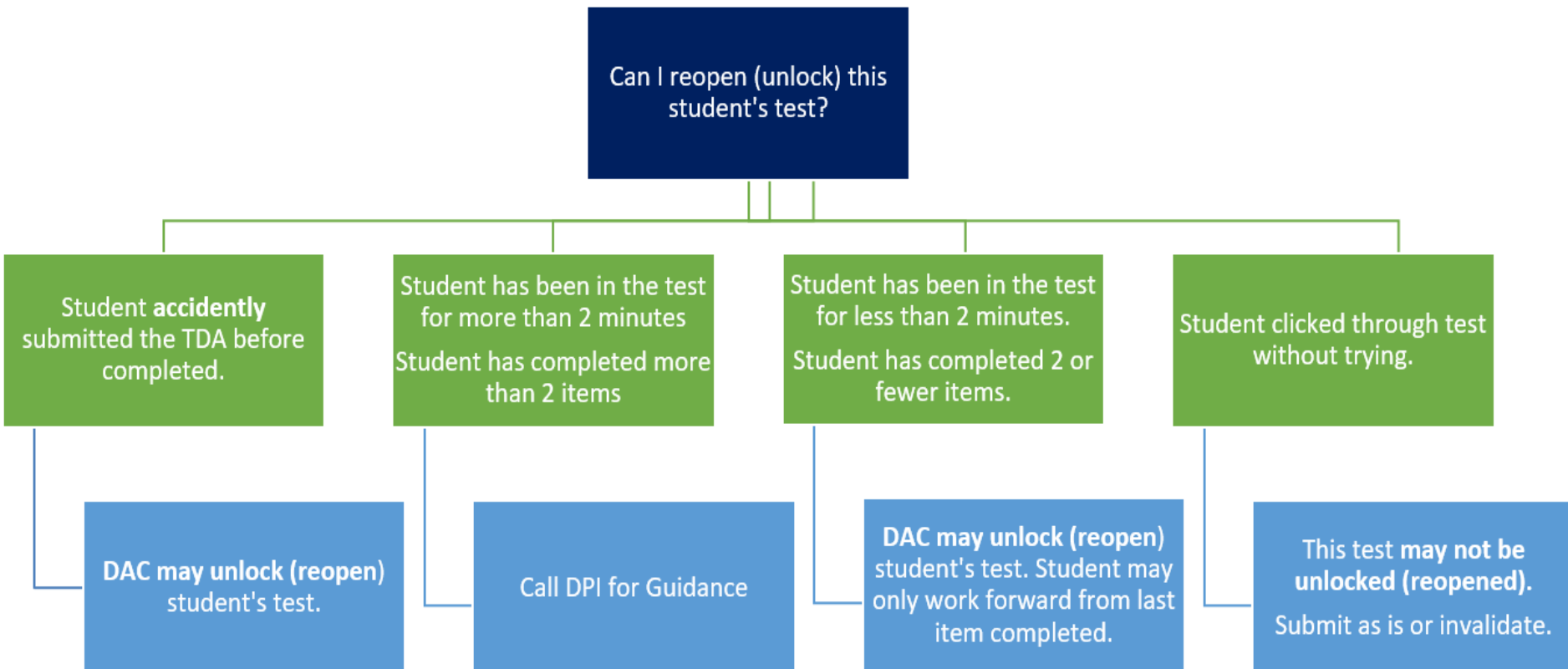
Student Started Test Without Appropriate Accessibility Feature

This decision tree is available in the Test Administration Manual.

Student did not have accessibility feature available on test.

(Most likely was not entered into eDIRECT or ticket was printed before accessibility opton was entered into eDIRECT.)

Has the student completed any other session in the content area?

Yes

No

Contact DPI for Guidance
Test may be scored as is or invalidated due to misadministration. Student may not retake the test with accessibility option ofr security purposes.

Student did not click "Begin Test" yet

Enter accessibility feature in eDIRECT for the student and print new ticket.

Student may log in and test with new ticket.

Student clicked "Begin Test" and was in test viewing/working on items

Student was in the test for 2 minutes or less and/or the number of items attempted is two or less.

Contact DPI to have the student's test purged.

Enter accessibility option in eDIRECT for the student and print new ticket once purge is complete.

Student may log in and test with new ticket.

Student was in the test for more than 2 minutes and/or completed more than two items.

Contact DPI for Guidance

Student took entire session without accessibility option.

Contact DPI for Guidance

Test may be scored as is or invaldated due to misadministration.

Student may not retake the test with accessibility option for security purposes.

Troubleshooting Slide

If there is a connectivity issue (usually on an internal network – WiFi these days) INSIGHT will:

- Try to immediately reconnect while the student is testing

- If unable to reconnect, this warning will pop-up on the student's screen, and INSIGHT will continue to try to reconnect for up to 5 minutes.

- You have two options: 1) let it try to reconnect, or 2) exit the test and have the student log in and resume testing later (or at a different station) where they left off.

Connection Retry is in Progress
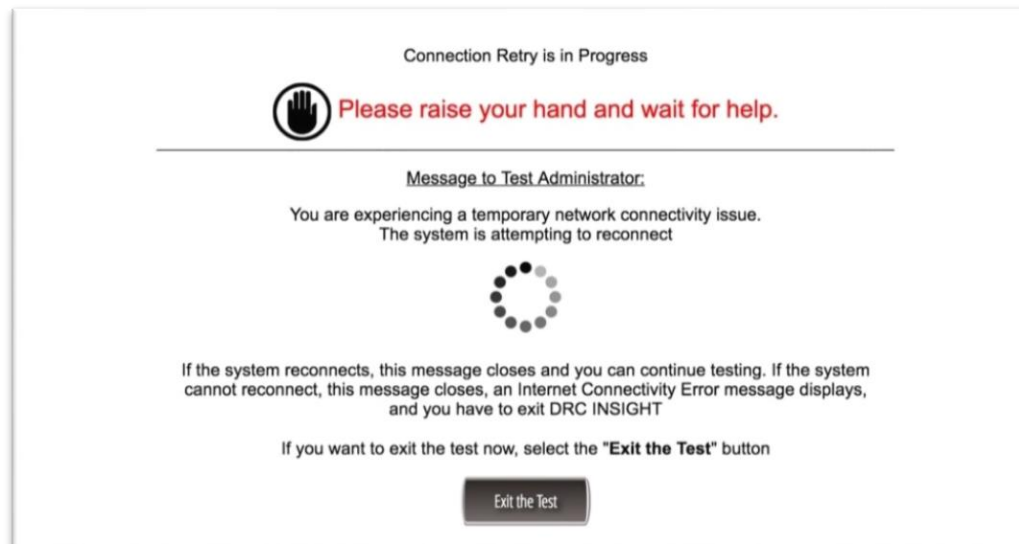
Please raise your hand and wait for help.

Message to Test Administrator:

You are experiencing a temporary network connectivity issue. The system is attempting to reconnect

If the system reconnects, this message closes and you can continue testing. If the system cannot reconnect, this message closes, an Internet Connectivity Error message displays, and you have to exit DRC INSIGHT

If you want to exit the test now, select the **"Exit the Test"** button

Exit the Test

Troubleshooting Slide

If you choose to wait and there is no reconnection within that 5 minutes you will receive an error message as shown below.

At this point you will need to click ok and the student will be able to log in at another time (or at a different station if it is not a school wide issue) to continue testing where they left off.

Internet Connection Error

Message to Test Administrator:

There has been an interruption in Internet connection.
The student may be moved to another computer to continue testing.

If this error persists, contact your local IT staff to verify network and Internet connections are working. They can contact DRC Customer Support if they need additional help to resolve the matter.

OK

After Testing

But…
before the end of the testing window

- **Ensure testing is complete**

- **Destroy secure testing materials**

- **End of test survey**

- **Forward Reports**

- **Connection to the Standards**

Ensure All Students Have Tested

- Your DAC/SAC will have a record of any students who still need to test or take make-ups.

- Work with your DAC/SAC to be sure those students are tested prior to the end of the testing window.
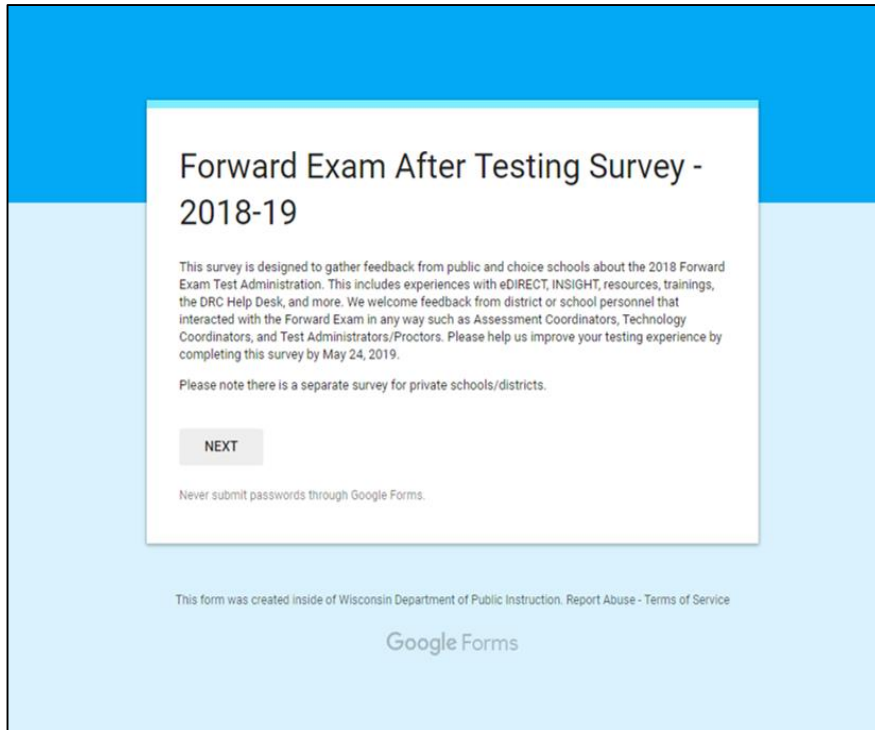
Destroy / Return Test Materials

The Test Administration Manual provides information on returning or destroying secure test materials.

- Braille – return to DAC/SAC to return to DRC
- Print On Demand and Listening Scripts – return to DAC/SAC immediately for secure destruction and the DAC/SAC will complete a confirmation of destruction to send to OSA.
- Test Tickets and scratch paper – securely destroy

End of Testing Survey

Forward Exam After Testing Survey - 2018-19

This survey is designed to gather feedback from public and choice schools about the 2018 Forward Exam Test Administration. This includes experiences with eDIRECT, INSIGHT, resources, trainings, the DRC Help Desk, and more. We welcome feedback from district or school personnel that interacted with the Forward Exam in any way such as Assessment Coordinators, Technology Coordinators, and Test Administrators/Proctors. Please help us improve your testing experience by completing this survey by May 24, 2019.

Please note there is a separate survey for private schools/districts.

NEXT

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Google Forms

- DPI looks at all of the surveys and reads each and every comment!

- We appreciate your comments/feedback and make changes where able.

- Survey open March 25-May 25

- Should be completed as soon as you finish testing

- All staff involved in testing should complete survey (TAs, DACs, SACs, DTC, STCs)

- Link to survey will be in the DAC Digest (be sure to send link to all staff)

Forward Exam Reports

You have access to resources to help you discuss the Forward Exam ISRs with families.
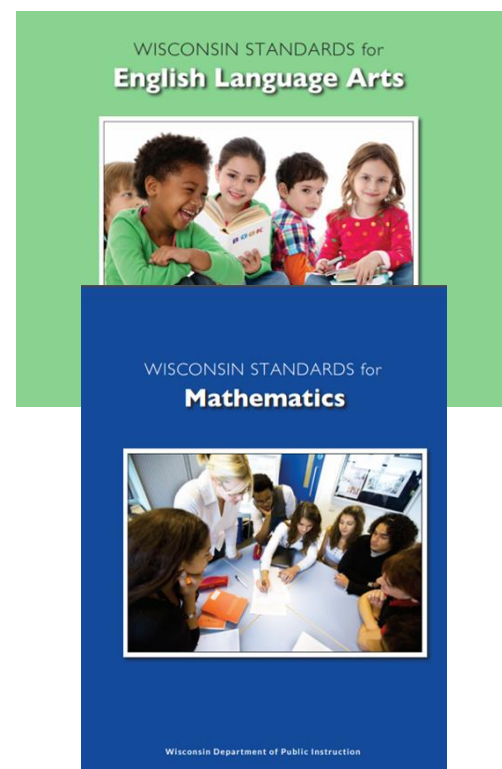
Available Resources

- User's Guide to Interpreting Reports
- Handout – "What is an ISR?"
- Sample Parent/Guardian ISR Cover Letter

https://dpi.wi.gov/assessment/forward/data
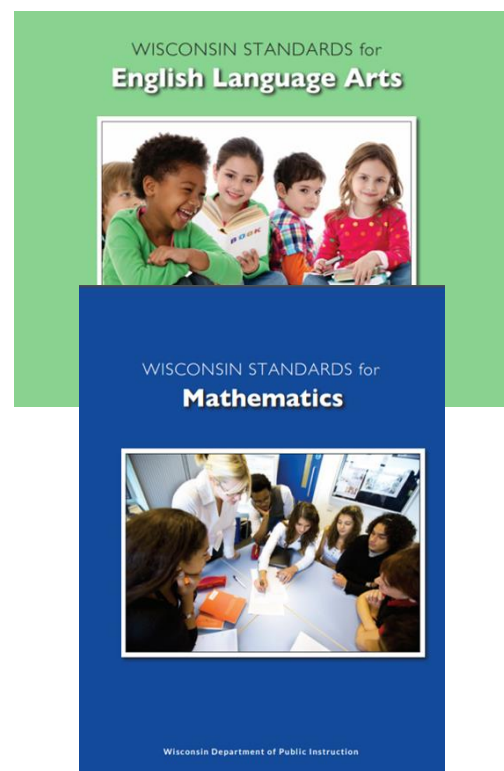
Connection to Standards

- The Forward Exam is aligned directly to the Wisconsin Academic Standards
- When talking to parents, you can refer to the grade level standards and show them what a student should be able to do in a particular category of a content area.
- If you have a whole grade level that seems to be struggling with a concept, you can go to that standard and check it against your curriculum to see if you may have gaps that need addressing.

WISCONSIN STANDARDS for
English Language Arts

WISCONSIN STANDARDS for
Mathematics

Wisconsin Department of Public Instruction

Connection to Standards

- The Item Sampler has information for educators about Forward item alignment to standards

- Educator involvement in the Summer Item review is a great professional development opportunity for staff to help understand the connection between the exam and the standards.

WISCONSIN STANDARDS for
English Language Arts

WISCONSIN STANDARDS for
Mathematics

Wisconsin Department of Public Instruction

DRC Contact Information

Wisconsin Forward Help Desk

800-459-6530

WIHelpDesk@datarecognitioncorp.com

DPI Contact Information

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Phil Cranley

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Jennifer Teasdale

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608-266-5193

Duane Dorn

Test Security and Choice students
duane.dorn@dpi.wi.gov
608-267-1069

If you are not receiving the assistance you need from the helpdesk - please contact DPI - (Alison or Jennifer) so we may help get your situation resolved.

Please send questions you may have after viewing this video to Alison or Jennifer, or to
osamail@dpi.wi.gov